DOCUMENT RESUME

ED 029 041 TE 001 391

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A Fact-Finding Survey of the Present Status of the Teaching of English in Grades 7, 8, and 9 in Illinois Schools. Interim Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No-HE-145
Bureau No-BR-5-0789
Pub Date Aug 68
Contract-OEC-5-10-029
Note-33p.
EDRS Price MF-$0.25 HC-$1.75
Descriptors-Departmental Teaching Plans, *English Instruction, Inservice Teacher Education, Junior High School Role, *Junior High Schools, Language Arts, Secondary School Teachers, *Teacher Attitudes, *Teacher Background, Teacher Certificates, Teacher Education, Teacher Improvement, Teacher Participation, Teacher Supervision, *Teaching Conditions
Identifiers-Illinois

A fact-finding survey based on a questionnaire answered by 418 Illinois English teachers examined the teaching of language arts in grades 7, 8, and 9 in Illinois. It showed that teachers get very little supervision, that they feel that they need improvement in teaching composition, reading, and the "new grammar," and that composition should be emphasized more than it is. In their preparation, the majority of the teachers had courses in methods but only about half had any preparation in reading methods and in literature for young people. Less than a third had courses in advanced composition. Half held the secondary certificate, and a little more than a third held the elementary. Seventy-one percent held bachelor's degrees; 21 percent, master's; six percent had no degree. About half had majored in English. The survey indicated that there was little interest in in-service or continuing education. Most teachers taught in a departmentalized situation, but there was a rather sizable group who taught in self-contained classrooms. In some instances grade 9 was considered to be a part of the junior high school and in others a part of the high school. At least half of the schools represented had block courses. The results of the survey led to seven recommendations on the teaching of English in junior high school. (The questionnaire is appended.) (Author)

ED029041

INTERIM REPORT

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ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

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U. S. DEPARTMENT OF
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TE 001 341

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A Fact-Finding Survey of the Present Status of the Teaching of English in Grades 7, 8, and 9 in Illinois Schools

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Normal, Illinois

August 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare and to a subcontract with the Illinois State-wide Curriculum Study Center in the Preparation of Secondary School English Teachers, University of Illinois, Urbana, Illinois. Contractors and subcontractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the projects. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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I. INTRODUCTION

Problem, Background, and Review of Related Research

That there is much concern today with the preparation of teachers of English in the secondary schools of Illinois becomes apparent when representatives from college Departments of English and Departments of Education discuss the competencies required for teachers of English at the junior high school and senior high school levels. Although determining competencies of English teachers is admittedly difficult, the competencies desirable in a teacher of English at the junior high school level are especially difficult to determine at present because of confusion and misconceptions about what the junior high school in Illinois really is.

Moreover, the Illinois State Office of Public Instruction does not define the junior high school. As a result, any school which has a seventh and eighth grade can call itself a junior high school. Many so-called junior high schools, in reality, are actually just part of the elementary or secondary school. Such schools include grades 6-7-8, 7-8, 5-6-7-8, or 7-8-9.

The junior high school as originally planned during the latter part of the nineteenth century was to meet the needs of those adolescents who were not necessarily college bound. High school courses were more or less abbreviated college courses and were not planned to meet the needs and abilities of all high school students. The basic functions then of the junior high school were formulated under six categories--articulation, exploration, educational guidance, vocational guidance, activity, and time saving. The definition of the junior high school was the following: "The junior high school is an education program which is designed particularly to meet the needs, the interests, and the abilities of boys and girls during adolescence."[1]

As the program exists today, many junior high schools do not help children make the change from elementary to secondary school as well as they could. The basic functions listed above still apply, however, but in such a way that one determining what the competencies of a junior high school

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[1]William T. Gruhn and Harl R. Douglass, The Modern Junior High School (2nd ed. New York: Ronald Press Co., 1956), p. 4.

teacher of English should be cannot determine just what they should be. The schools do not blend elementary and secondary programs together but set themselves up as something different from either. Teachers, for example, represent three types of preparation--elementary, secondary, and junior high school. The core curriculum is used; modified core programs are used, and, in some cases, departmentalization exists. Some schools use a variation of all three. Shown below are two typical junior high school programs:

School A:
Language Arts-Social Studies
Mathematics
Physical Education
Health
Vocal Music
Art
Science
Home Economics or Industrial Arts
Library Study

As homeroom teacher, the language arts-social studies teacher assumes the role of counselor and friend. This teacher has the opportunity of really getting to know each pupil and his or her parents and is the logical member of the staff to help a pupil solve a problem or to adjust to a new situation.

Language Arts-Social Studies, as the name implies, incorporates and correlates into the daily program the skills of oral and written language, reading, and spelling, as well as an understanding of history, geography, government, and citizenship.

School B:
English-Spelling
Literature-Penmanship
Art
Music
Study Hall
Physical Education
Homeroom
Geography
Mathematics
History

A master's thesis written at Illinois State University, Normal, in 1958 incorporated a survey from 39 Illinois junior high schools. Over half of the administrators contacted complained that their biggest problem was the lack of qualified

teachers for junior high school. The training for a secondary school teacher was too narrow and that for the elementary too broad. Illinois State University, for example, has a program for the preparation of junior high teachers, but they receive the elementary certificate. Teachers preparing for junior high school need some kind of preparation that is a hybrid between programs leading to the elementary or secondary certificate. Moreover, many teachers who have prepared to teach in the elementary or high school do not have the patience and ability to deal with the age group that attends junior high school. Ideas were expressed that all teachers should be prepared to do guidance work also. They should know the entire program of the public school and should understand the role of the junior high school in the program. They should also be prepared to accept responsibility.

The Problem: If the Illinois Statewide Curriculum Study Center for the Preparation of Secondary School English Teachers (ISCPET) is to function in its desire to define and clarify the competencies needed by teachers of English, and especially those at the junior high school level, it is necessary that the term "junior high school in the State of Illinois" be defined. As pointed out above, the junior high school in Illinois appears to be a sort of "no-man's land" that lies between the intermediate grades and the secondary schools. Too, few colleges prepare teachers for this level. At Illinois State University, Normal, on the other hand, prospective teachers are prepared for junior high teaching and must enroll in a curriculum which includes

English electives	9	sem.	hrs.
Geography electives	6	"	"
Physical Education for junior high school	2	"	"
Mathematics	7	"	"
Natural Sciences	3	"	"
Social Sciences	14	"	"
Electives			

It should be noted that for English only nine semester hours are required and only three for social sciences. The elective can be spread out over this deficiency in English, but the total number would not exceed 23 semester hours, not including any electives in the social studies, an area the teacher of English might have to teach. The prospective teacher who plans to work in high school and to hold a secondary certificate, on the other hand, must take not less than 38 hours in English. Before a program for the junior high school teacher of English can be defined, it is necessary

to determine just what is what status of the junior high school, and especially that of English in the junior high school, in the State of Illinois.

Related Research: The number of books and articles dealing with the junior high school are numerous, but few, if any, deal with the competencies of the junior high school teacher of English. One book, The Junior High School by R. P. Bremmer, published by The Center for Applied Research in Education, Inc., in 1963, gives a rather good survey of the junior high school system in America. Two chapters in the book point out the problems in staffing the junior high school and the ways that this problem could be met.

Another book, The Junior High School Program, published by the Secondary Association of Colleges and Secondary Schools in 1958, deals with much the same area as the above, and it, too, in a chapter points out the competencies needed for the junior high school teachers. These include a "broad general education," "a program of professional education focused upon the junior high school program," and "a program designed to assure development of personal qualities."

James B. Conant, Education in the Junior High School, 1960, recommends that "English (including heavy emphasis on reading skills and composition), . . ." be required. He advocates block of time teaching simply for the purpose of enabling one teacher to know his pupils well. He notes, moreover, that the block of time teaching need not break down subject-matter lines. No mention is made, however, about the specific competencies of junior high school teachers.

A monograph, The Junior High School We Need, a report from the ASCD Commission on Secondary Curriculum, 1961, points out interestingly that the junior high school should be an ungraded institution. The recommendation is also made that the junior high school include grades six to eight only, grade nine being returned to the secondary school.

There are many other books of merit such as Gertrude Noar's The Junior High School (1953); Modern Education for the Junior High School Years (1961); Leonard Koos' Junior High School Trends (1955), Arthur Clevenger's Trends in School and Grade Reorganization (1955), and others, but they are mainly concerned with the broad general aspects of the junior high school and none suggest any specific competencies for the teacher of English and recommendations as to how they are to be met.

II. METHOD

It was proposed, therefore, to do a fact-finding study in grades 7, 8, and/or 9 in Illinois schools, whether they be classified "junior high school" or not. It would cover two major areas: the preparation of the teacher of English and the teaching of English. The first step was the formulation of a questionnaire which would probe the following points:

1. Average number of years taught.
2. Grades taught.
3. Class grouping.
4. Length of class period.
5. Kinds of supervisory assistance.
6. Most successful area of teaching.
7. Least successful area of teaching.
8. Areas within the language arts which need improving.
9. Utilization of language arts in projects.
10. The subject matter preparation of teachers.
11. Degrees held.
12. Certificate held.
13. Undergraduate and graduate major and minor.
14. Inservice and continuing education of teachers.

The questionnaire was sent to all junior high school, grade schools (K-8), and a representative group of high schools drawn from the membership list of an annual conference for heads of Illinois Secondary English Departments held on the campus of Illinois State University (some 350 high schools). All these schools were located in the southern, west central, east central, northern, and suburban Chicago areas of Illinois during the year 1965-66. The Chicago public school system was excluded because of the fact that it does not have a junior high school arrangement. All counties in Illinois were covered, and responses were received from all counties.

For the purpose of later comparison and analysis, the questionnaires that had been returned were sorted according to geographical divisions of southern, west central, east central, northern, and suburban Chicago areas of Illinois.

Southern Illinois included the counties of Alexander, Bond, Clay, Clinton, Crawford, Edwards, Effingham, Fayette, Franklin, Gallatin, Hamilton, Hardin, Jackson, Jasper, Jefferson, Jersey, Johnson, Lawrence, Madison, Marion, Massac, Monroe, Perry, Pope, Pulaski, Randolph, Richland, St. Clair, Saline, Union, Wabash, Wayne, White, and Williamson.

West central Illinois included the counties of Adams, Bureau, Calhoun, Cass, Christian, Fulton, Greene, Hancock, Henderson, Henry, Knox, Macoupin, Marshall, Mason, McDonough, Menard, Mercer, Montgomery, Peoria, Pike, Putnam, Rock Island, Sangamon, Schuyler, Stark, Tazewell, and Woodford.

East central Illinois included the counties of Champaign, Clark, Coles, Cumberland, DeWitt, Edgar, Ford, Grundy, Iroquois, Kankakee, Livingston, Logan, Macon, McLean, Moultrie, Piatt, Shelby, and Vermillion.

Northern Illinois included the counties of Boone, Carroll, DeKalb, Jo Daviess, Lee, McHenry, Ogle, Stephenson, Whiteside, and Winnebago.

Suburban Chicago area included the counties of Cook, DuPage, Kane, Kendall, Lake, and Will.

Nine hundred forty questionnaires were mailed; 420 or 44% were returned. The distribution was broken down as follows:

Grade School (K-8)	460 sent	160 returned	35%
Junior High School (7-9)	350 sent	212 returned	61%
High School (9-12)[1]	130 sent	48 returned	37%

All counties in the state were represented. A copy of the questionnaire will be found in Appendix A.

III. RESULTS

After the questionnaires had been returned, the responses were tabulated by the use of an IBM 1620 computer. The following figures are representative of 418 replies from teachers of English in grades 7, 8, and/or 9 in the State of Illinois. Two of the returned questionnaires were found to be invalid, for they had been answered by student teachers. An analysis

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[1]The teaching of English as well as the preparation of English teachers in grade 9 of the high school falls, in reality, outside the scope of this survey. It is obvious that in Illinois those teachers in the high school have been prepared for the secondary certificate and that the teaching of English in grade 9 follows the pattern of the high school and is similar to that of 10, 11, and 12. Moreover, the teaching of English in high school also poses problems not within the scope of this survey. The figures from the high school represent more of a sampling to show that the teaching of English in grade 9 there is of a different pattern than when 9 is included in schools other than the high school.

by geographical distribution will be given in a later section of this report.

A. School Environment and Experience: Items 1 through 11 of the questionnaire asked the respondents about years taught, classes taught, grouping of classes, subjects taught, length of class period, and extracurricular activities. The average teacher has taught about 11 years, although he has spent only nine and one-half years teaching the language arts. He teaches about five classes daily, the average length being 50 minutes, but only one language arts class per grade level. About half of the teachers teach both seventh and eighth grades, one-third teach either seventh or eighth grade, the rest teach ninth grade. Over half have heterogeneous groupings in their classes, but there is much evidence of tracking. Half of the teachers teach language arts only; the other half teach "block" courses consisting of language arts-social studies or language arts and some other subject.

About two-thirds of them are responsible for extracurricular activities. Each has about four activities and spends about four hours weekly on them.

TABLE 1. SCHOOL ENVIRONMENT AND EXPERIENCE

1.	Average number of years taught prior to current year.	10.87 years
2.	Average number of years teaching courses in language arts	9.58 years
3.	Grades taught[1]	
	(1) 7th grade only.	48 or 11%
	(2) 8th grade only.	88 or 21%
	(3) 9th grade only.	93 or 22%
	(4) 7th and 8th grades.	190 or 45%
	(5) 7th and 9th grades.	2 or .4%
	(6) 7th, 8th, 9th grades.	8 or 2%
	(7) 8th and 9th grades.	14 or 3%

[1]These figures will total up to more than the total number of questionnaires returned because some teachers obviously marked more than one item. The figures show, however, that most teachers at this level teach 7th and 8th grades of 7th or 8th grade.

TABLE 1 (cont.)

4.	Classes in language arts in each grade taught daily[1]	
	(1) 7th grade	1.18 classes
	(2) 8th grade	1.07 classes
	(3) 9th grade	1.33 classes
5.	Classes currently taught each day	5.07 classes (average)
6.	Average number of pupils currently taught each day. (Homeroom or other assignments are not included.).	90.59
7.	Class grouping	
	(1) heterogeneous	230 or 55%
	(2) fast.	233 or 56%
	(3) slow.	110 or 26%
	(4) average	143 or 34%
	(5) educationally mentally handicapped. . .	2 or .4%
	(6) culturally deprived	11 or 3%
	(7) other	16 or 4%
8.	Subjects taught	
	(1) Language arts only.	209 or 50%
	(2) Language arts-social studies.	79 or 19%
	(3) Language arts and some other subject. .	128 or 31%
		2 no responses
9.	Length of class period.	49.50 minutes (average)
10.	Responsibility for extra-curricular activities	260 or 62%
		1 no response
11.	Number of extra-curricular activities per teacher and hours weekly spent on them	4.27 average 4.07 hrs. avg.

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[1]These averages are highly misleading. They represent the average of the total number of language arts classes taught daily by the total number of teachers. They unfortunately do not discriminate between those teachers who teach more than one grade, those who have released time, those who teach in self-contained classrooms (as against those who teach in departments), etc.

B. The Language Arts Program in the Schools: Within the schools themselves the teachers noted that they had very little supervisory assistance. Whatever supervision they had was done by either the principal or head of the department. Sixty-three per cent of the respondents said that they had no supervisory assistance. Moreover, they had decided opinions as to the strengths and weaknesses of the language arts program. A little over half said that composition was the one thing most in need of greater emphasis in the program. Reading followed. Their most successful area was the teaching of traditional grammar and their least was the teaching of composition. They considered themselves rather effective in teaching literature but poor in teaching reading. Thirty-five per cent of them feel that they need improvement in the teaching of reading and in the teaching of composition. About one-third of them have been worried about the "new grammar" and feel they need improvement there. The other 60% are silent on that problem. Most of them feel confident in their ability to evaluate their students correctly. Their students' knowledge of the language arts is applied by publishing a school newspaper and creative writing magazines and by participating in debate and dramatics.

TABLE 2. THE LANGUAGE ARTS PROGRAM IN THE SCHOOLS

12. Do you have any kind of supervisory assistance in teaching the language arts?

(1) No.	263	or 63%
(2) County Supervisor	4	or 1%
(3) Head of the department.	62	or 15%
(4) Principal or superintendent of the school	86	or 21%
(5) A college supervisor.	4	or 1%
(6) Other	28	or 7%

13. In the language arts program which you teach, what is the one thing most in need of greater emphasis?

(1) Composition	232	or 56%
(2) Reading	92	or 22%
(3) Language.	32	or 8%
(4) Spelling.	19	or 5%
(5) Literature.	23	or 5%
(6) Other	18	or 4%

14. In your estimation what is your most successful area in the teaching of the language arts at grades 7, 8, or 9?

(1) Traditional grammar	130	or 31%
(2) Teaching literature	90	or 22%
(3) Teaching composition.	43	or 10%
(4) Integrating composition and literature.	43	or 10%

TABLE 2 (cont.)

(5) Instilling a love of reading in students.	27	6%
(6) Teaching reading.	26	6%
(7) Other	19	5%
(8) Developing speaking skills.	14	3%
(9) Teaching structural or other linguistics.	12	3%
(10) Teaching spelling	11	3%
(11) Evaluation.	4	1%

(There were four extra responses from those who marked twice. Three teachers, on the other hand, did not mark any response.)

15. In your estimation what is your least successful area in the teaching of the language arts at grades 7, 8, or 9?

(1) Teaching composition.	102	24%
(2) Teaching reading.	62	15%
(3) Developing speaking skills.	43	10%
(4) Teaching traditional grammar.	42	10%
(5) Teaching spelling	38	9%
(6) Teaching literature	37	9%
(7) Integrating composition and literature.	30	7%
(8) Instilling a love of reading in students.	28	7%
(9) Evaluation.	14	3%
(10) Teaching structural or other linguistics.	12	3%

(There were ten no responses.)

16. In what areas do you feel that you need improvement?

(1) Teaching reading.	147	35%
(2) Teaching composition.	146	35%
(3) Teaching structural or other linguistics.	126	30%
(4) Integrating composition and literature.	119	28%
(5) Developing speaking skills.	104	25%
(6) Teaching literature	98	23%
(7) Instilling a love of reading in students.	81	19%
(8) Teaching spelling	78	19%
(9) Teaching traditional grammar.	67	16%
(10) Evaluation.	62	15%
(11) Other	18	4%

17. Does your course in language arts offer students projects that utilize the language arts such as

(1) publication of a school magazine.	151	36%
(2) creative writing magazines.	79	19%
(3) debate.	72	17%
(4) dramatics	142	34%
(5) other	62	15%

C. Teacher Preparation: Items 18 through 29 asked the respondents about their preparation in college to teach the language arts. It was intended to have the teachers indicate the exact number of course hours they had taken in college for each course relative to the language arts. Too many of them, however, checked only the courses they had, omitting the hours. Overall, the majority of teachers took survey courses in English and American literature, period courses in literature, and courses in traditional grammar. A large majority of teachers, about 83%, had some kind of course in methods, ranging from methods in the teaching of English (37%), methods in teaching elementary language arts (26%), and methods courses in teaching composition and literature (20%).

Less than half have had courses in reading methods (46%), literature for children (29%), literature for adolescents (25%). For a more inclusive figure, only 54% of the total respondents have had courses dealing with books junior high students read--in other words, a little more than half had any course work in literature that young people read. Less than 25% of those reporting had courses in linguistic grammar, journalism, literary criticism, and genre courses.

Most of them attended a public university for their undergraduate preparation; of the 68% of those who did graduate work, 65% went to a public university. Seventy-one per cent of them hold the bachelor's degree, 21% have their master's, but 6% still have no degree. Thirty-five per cent of them hold the elementary certificate; 52% hold the secondary certificate. The others (13%) hold provisional, special education, or other types of certificates, although four teachers did not answer the question. Over half of the teachers teaching at the junior high school level, consequently, have been prepared for secondary schools. Fifty-two per cent of those responding have done no college work since 1956; 36% have some college work after. The date 1956 was an arbitrary date, chosen because it was thought that teachers who received degrees ten years ago should have done some advanced work in their field.

For their undergraduate major some 48% majored in English or in an area including English. If, on the other hand, one would interpret "education" as "area including English" to qualify for the elementary certificate, the percentage would increase from 48% to 69%. Seventeen per cent of those responding minored in English; 16% in social studies. Only 17% of those teaching "block" courses had any formal methods courses in that area.

Ten per cent of the respondents said that they had majored in "other" areas than those listed. Nine majored in business education, 7 in home economics, 6 in music, 4 in physical education, 2 in art, 2 in mathematics, 2 in philosophy, 2 in psychology, 1 each in Bible and religion, economics, engineering, French, industrial arts, science, and zoology--a total of 41. (The difference of 2% can be accounted for in the persons who marked "no response" but who listed their major anyhow.)

TABLE 3. TEACHER PREPARATION

18. Please indicate the courses in which you have had formal preparation.

(1)	Survey Courses in Literature (English and/or American)	291 or 70%
(2)	Speech	290 or 69%
(3)	Traditional Grammar	242 or 58%
(4)	Period Courses in Literature	216 or 52%
(5)	Reading Methods	192 or 46%
(6)	Shakespeare	188 or 45%
(7)	General Methods	179 or 43%
(8)	Methods Courses in the Teaching of English	155 or 37%
(9)	Creative Writing	144 or 34%
(10)	World Literature	136 or 33%
(11)	History of the English Language	133 or 32%
(12)	Advanced Exposition	126 or 30%
(13)	Literature for Children	121 or 29%
(14)	Library Science	114 or 27%
(15)	Methods of Teaching Elementary Language Arts	107 or 26%
(16)	Literature for Adolescents	103 or 25%
(17)	Linguistic Grammar	90 or 22%
(18)	Methods Courses in Teaching Composition and/or Literature	83 or 20%
(19)	Journalism	81 or 19%
(20)	Chaucer	75 or 18%
(21)	Literary Criticism	53 or 13%
(22)	Milton	52 or 12%
(23)	Genre Courses	44 or 11%

19. Type of institution you attended for most of your undergraduate preparation.

(1)	University	169 or 40%
(2)	Liberal Arts College	107 or 26%
(3)	State College	141 or 34%

One no response

TABLE 3 (cont.)

20. This institution was
    (1) public. . . . . 291 or 70%
    (2) private . . . . . 127 or 30%

21. Type of institution you attended for most of your graduate preparation. 68% of the respondents attended graduate school.
    (1) University (of those who attended graduate school) . . . . . 185 or 65%
    (2) Liberal Arts College. . . . . 25 or 9%
    (3) State College . . . . . 75 or 26%

22. This institution was
    (1) public. . . . . 233 or 82%
    (2) private . . . . . 52 or 18%

23. What is the highest degree you hold?
    (1) B.A. . . . . 146 or 35%
    (2) B.S. . . . . 151 or 36%
    (3) M.A. . . . . 49 or 12%
    (4) M.S. . . . . 39 or 9%
    (5) M.A.T.. . . . . 4 or 1%
    (6) Ed.D. . . . . 1 or .2%
    (7) Ph.D. . . . . None
    (8) No degree . . . . . 26 or 6%
    Two no response

24. Type of certificate you hold
    (1) Elementary. . . . . 148 or 35%
    (2) Secondary . . . . . 217 or 52%
    (3) Special Education . . . . . 3 or .7%
    (4) Provisional . . . . . 17 or 4%
    (5) Other . . . . . 29 or 7%
    Four no responses

25. No college work since 1956. . . . . 216 or 52%

26. Degree received since 1956. . . . . 50 or 12%
    Degree received before 1956 but college work after . . . . . 152 or 36%
    (Note: #25 originally read: Date of highest degree;
    #26 originally read: Date of last college hours.)

27. What was your undergraduate major in college?
    (1) English . . . . . 148 or 35%
    (2) Education . . . . . 106 or 26%
    (3) Social Studies. . . . . 52 or 12%

TABLE 3 (cont.)

(4) Other	32 or	8%
(5) Area or field embracing several subjects including English	29 or	7%
(6) Language Arts combination	10 or	2%
(7) Speech.	10 or	2%
(8) Area or field embracing several subjects but not including English	10 or	2%
(9) Drama	2 or	.4%
(10) Journalism.	1 or	.2%

18 no responses from grade schools (4%)

28. What was your undergraduate minor in college?

(1) English	70 or	17%
(2) Social Studies.	67 or	16%
(3) Language Arts combination	54 or	13%
(4) Other	51 or	12%
(5) Education	45 or	11%
(6) Modern foreign language	31 or	7%
(7) Ancient language.	21 or	8%
(8) Speech.	17 or	4%
(9) Drama or Theatre Arts	7 or	2%
(10) Journalism.	6 or	1%

49 no responses (12%)

29. If you teach integrated subject matter such as language arts-social studies, did you have any formal methods courses or any other kind of formal preparation in this area? . . . . . 71 or 17%

D. Inservice Education: There seems to be little interest on the part of the respondents in professional meetings. Attendance by these respondents at meetings dealing with the teaching of English held during the last three years was rather spotty. For example, only 21% attended a state meeting of English teachers (probably IATE). Thirty-six per cent did attend, however, a voluntary English workshop. Twenty-five per cent attended extension courses stressing some phase of English. At the risk of being dogmatic, one could say that it is the policy of many schools in Illinois to require teachers to attend workshops and extension courses periodically (usually once every four years) to advance themselves on the salary schedule. Moreover, membership in professional organizations is rather spotty. Only 21% belong to both NCTE and IATE.

On the other hand, one could hazard an intelligent guess on the basis of published reports that most public school teachers, including those in English, belong either

to the Illinois Education Association, National Education Association or both. These teachers, then, are strongly encouraged to attend "Institutes," sponsored by the County Superintendents and IEA, twice a year.

TABLE 4. INSERVICE EDUCATION

30. Have you attended within the last three years one or more of the following?

(1)	A state meeting of English teachers . . .	86 or 21%
(2)	Workshops of NCTE	35 or 8%[1]
(3)	Conventions of CCCC	4 or 1%
(4)	A voluntary English workshop.	150 or 36%
(5)	Extension courses stressing some phase of English	92 or 22%
(6)	Conventions of NCTE	18 or 4%
(7)	Workshops of IRA.	18 or 4%
(8)	Conventions of IRA.	6 or 1%

31. To which of the following professional organizations do you now belong?

(1)	NCTE.	87 or 21%
(2)	IATE.	96 or 23%
(3)	CCCC.	4 or 1%
(4)	IRA	12 or 3%
(5)	Other subject matter organizations. . . .	33 or 8%

186 no responses (44%)

E. Summary: The teacher of English who teaches at the 7th, 8th and/or 9th grade level is a person who has taught for a period averaging 10.87 years (language arts 9.58), teaches an average of 5.07 periods daily, teaches both seventh and eighth grade classes (45%), and has an average total of 90 students daily. He teaches language arts solely (50%) or a block course of language arts and some other course (50%). In addition, he is responsible for 4.27 extra-curricular activities and spends about an hour a week on each of them.

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[1]The fact that 8% attended NCTE workshops and only 4% attended the NCTE conventions could be explained that the 8% considered the convention and workshops as one which would mean that a total of 12% attended the convention or else that the 8% attended the workshops only. The same explanation could apply to those who attended the IRA conventions and workshops.

He gets very little supervisory assistance (63%), and when he does, it is by the principal (21%) or head of his department (15%). He realizes that composition, an integral part of the language arts program, has been neglected in school (56%), and worries that he is somewhat weak in that area (24%). He, however, feels secure in his teaching of traditional grammar (31%) and in his teaching of literature (22%), although he feels rather weak in the teaching of reading (15%). He has ignored the impact of the new grammar in the language arts program but is now beginning to feel his weakness there (3% considered the new grammar their most successful area while 3% considered it their weakest).

While he was preparing for teaching, he went to a state-supported university or college (70%) and took survey courses in English and/or American literature (70%), speech (69%), grammar (58%), period courses in literature (52%) excluding Chaucer and Milton, Shakespeare (45%), method courses (83%) and reading methods (46%). As a rule, he had not been exposed to literature for young people (46%), literary criticism (87%), and advanced exposition (70%). His major was English (35%), his minor social studies (12%), if he minored, although he may have majored in education (26%).

He graduated with a bachelor's degree (71%) and secured a secondary certificate (52%). After graduation he did some graduate work (56%) but has not achieved his master's degree (88%). He pays little attention to the professional organization he belongs to, very seldom attending its conferences.

IV. DISCUSSION

The major reason the teaching of English at the junior high school level, that is, grades 7, 8, and 9, is so complex and unknown is that many of the problems concerned with this area are undefined. Uniformity in teaching is certainly not to be desired, but throughout the schools there ought to be some understandings of the problems involved and recommendations made so that curricula could be made more effective, the preparation of teachers more solid, and the education of the pupils improved.

1. The placement of grade 9. One of the problems concerns the placement of grade 9. It appears that most ninth grade teaching is done in the high school, most junior high schools having eighth grade as terminal. In southern Illinois only 8% of the junior high schools include grade 9,

in the west central 15%, east central 12%, northern 8%, and the Chicago suburban area 8%.

2. Departmentalization. Of the total responding, 11% of the teaching of English at the junior high school level is still done in self-contained classrooms. Eighty-nine per cent, on the other hand, is departmentalized. Around Chicago English has been departmentalized, but as one goes farther south, he finds an increase in self-contained classrooms.

In the southern part of the state 30% of the teaching is done in self-contained classrooms, in the west central region 15%, east central 24%, northern 26%, and the Chicago suburban area none. The trend in teaching junior high school English is consequently toward departmentalization, although there is a significant number of self-contained classrooms throughout the state.

As one goes farther south he finds that more seventh and eighth grade English is taught in grade schools (K-8) than in the junior high school. The following table shows the placement of seventh and eighth grade English, whether in grade school or junior high school.

TABLE 5: WHERE SEVENTH AND EIGHTH GRADE ENGLISH IS TAUGHT (418 REPLIES).

	Grade Schools	Junior High Schools	High Schools
South	69%	31%	None
West Central	43%	57%	None
East Central	48%	52%	None
North	50%	50%	None
Chicago Area	11%	89%	None

From the above table, the junior high school has not made any great inroads in the southern part of the state, but in the suburban area, one could expect to find junior high schools as an integral part of the educational pattern. Throughout the rest of the state, one could say seventh and eighth grades are found in as many junior high schools as grade schools.

3. Block courses. Sixty-two per cent of the junior high schools in Illinois have courses in language arts only; 38% have language arts and some other subject, usually social studies. In the grade schools, 28% of the teachers teach language arts only, 71% teach language arts and some other subject, but whether on the block or not is difficult to say.

Seventy-one per cent of the high schools have their teachers teach language arts only, but 29% have them teaching another course as well, and it is doubtful whether this course combination is on the block basis or not.

On the whole, however, at least half of the schools that responded do not have block courses; the teachers teach language arts only. Only 19% of those responding teach the language arts-social studies combination. There is no conclusive evidence to the fact that block courses are waning, stable, or increasing.

4. The teaching of literature. Teachers of ninth grade English in the high schools are far more confident about their ability to teach literature than those in grade schools and junior high schools. For example, 19% of the teachers in junior high schools who hold the secondary teaching certificate feel that teaching literature is their most successful field, 3% feel that it is their least successful. Of those holding the elementary certificate 20% feel it is their most successful area, 7% their least. In the grade schools, a somewhat different picture appears. Thirteen per cent of those holding elementary certificates feel that they are least prepared to teach literature; of those holding secondary certificates only one out of 53 feels that teaching literature is the area in which he is least successful.

5. The teaching of composition. The respondents appear to feel more confident about their teaching of composition, for only 24% of them reported that the teaching of composition was their least successful area. Few of them, however, felt that it was their strongest area. The following table represents percentages of those who felt that the teaching of composition was their strongest or weakest area.

TABLE 6. THE TEACHING OF COMPOSITION. PERCENTAGES OF THOSE WHO FELT THAT THE TEACHING OF COMPOSITION WAS THEIR STRONGEST OR WEAKEST AREA.

Area	Strongest	Weakest
South:	16% Junior High Schools	12%
	5% Grade Schools	9%
	The high school figures are not valid.	

TABLE 6 (cont.)

West Central:	30%	Junior High Schools	2%
	9%	Grade Schools	12%
	45%	High Schools	9%
East Central:	20%	Junior High Schools	10%
	8%	Grade Schools	13%
	67%	High Schools	13%
North:	15%	Junior High Schools	12%
	4%	Grade Schools	12%
	67%	High Schools	0%
Chicago Area:	29%	Junior High Schools	3%
	0%	Grade Schools	33%
	62%	High Schools	7%

One should note that very few of the grade school teachers who teach composition to seventh and eighth grades feel that the teaching of composition is their strongest area; on the other hand, one should note the large percentages of ninth grade high school teachers who feel that teaching composition is their strongest area. Moreover, it should be noted that only 30% of the respondents had in college courses in advanced composition.

6. The teaching of reading. Without a doubt teachers in all areas felt that they needed work in the teaching of reading. There was no noticeable difference between grade schools and junior high schools as one might think because of the difference in the numbers of secondary and elementary certificates. The teachers in schools in the northern part of the state seem to be better prepared in reading than those in the southern.

TABLE 7. THE TEACHING OF READING. PERCENTAGES OF THOSE WHO FELT THAT THE TEACHING OF READING WAS THEIR STRONGEST OR WEAKEST AREA.

Area	Strongest		Weakest
South:	4%	Junior High Schools	16%
	9%	Grade Schools	9%
	The high school figures are not valid.		

TABLE 7 (cont.)

West Central:	2%	Junior High Schools	12%
	9%	Grade Schools	22%
	18%	High Schools	36%
East Central:	12%	Junior High Schools	17%
	5%	Grade Schools	8%
	0%	High Schools	20%
North:	4%	Junior High Schools	12%
	0%	Grade Schools	12%
	17%	High Schools	17%
Chicago Area:	4%	Junior High Schools	17%
	25%	Grade Schools	11%
	0%	High Schools	15%

Significantly more teachers reported that they were weak in the teaching of reading than those who reported that they were strong. It should be noted, however, that the teaching of reading is neither the strongest nor the weakest areas of all the responding teachers. More teachers in the high school complained of their weakness in this area than those in the other two areas.

7. Knowledge of literature of young people. Closely allied to the teaching of reading is the knowledge of and preparation in literature that young people read. Only 25% of those responding had courses in literature for adolescents; 29% had courses in literature for children. In other words, out of 420 teachers at the junior high school, 224 (or 53%) had courses in literature for young people. Of those who hold the secondary certificate, 28% had a course in literature for this age level; of those holding the elementary certificate, 61% have had some preparation in this area. No one part of the state can claim superiority about having teachers well prepared in this discipline.

V. CONCLUSIONS

1. The teacher of grades 7, 8, and/or 9 has very little supervision or supervisory assistance. What supervision is done is handled by the principal.

2. Most of the teachers feel that they need improvement in three areas: composition, teaching reading, and the "new

grammar."

3. Teachers feel that more emphasis should be placed on the teaching of composition. Their least successful area lies in the teaching of composition.

4. Their most successful area is in the teaching of traditional grammar, although a very few teachers know anything about the "new grammar."

5. In their preparation for teaching, the majority of teachers had courses in methods, but about half had any preparation in reading methods and in literature for young people. About a fourth had some courses in literary criticism, and less than a third had courses in advanced composition.

6. Most teachers hold the bachelor's degree but six per cent still have no degree. Over half of those responding hold the secondary certificate; and a little more than a third hold the elementary. About half the teachers have done no college work since 1956.

7. About half majored in English, but if one takes into consideration the curricula for elementary majors, (who are prepared to teach English in the elementary school) the figure rises to 69%.

8. Teachers at the junior high level have little or no interest in inservice or continuing education.

9. Most teachers at this level teach in a departmentalized situation, although there is a rather sizable group (11%) who teach in self-contained classrooms. There is no pattern of placement for grade 9; it is found either as part of the junior high school or as part of the high school. At least half of the schools responding have "block courses." The others do not.

VI. RECOMMENDATIONS

1. Grade 9 should be either part of the junior high school or part of the high school. There should be a definite pattern to the junior high school--either grades 7, 8, and 9, or 7 and 8, or some other combination but uniform throughout the state.

2. Grades 7, 8, and 9 should be departmentalized. The trend is in this direction.

3. The data in the survey points to the need for a program uniquely tailored for people who will be teaching at the junior high level. On the basis of the present situation, those who are prepared for the secondary school and those who are prepared for the elementary school can teach at the junior high level.

4. Teachers of English at the junior high school level should have as part of the undergraduate preparation a definite curriculum including the teaching of composition, advanced composition, the teaching of reading, preparation in literature for the adolescent, and preparation in the teaching of the "new grammar" and other courses in this area.

5. Teachers of English at the junior high school level should be definitely encouraged to take further work in English and to attend workshops and conferences of professional organizations in English and reading.

6. There should be more supervisory assistance for the junior high school teacher.

7. The language arts should be taught as a course by itself. In block courses, further studies should be made to prove their effectiveness.

VII. SUMMARY

At best a definition of "the teaching of English in the junior high school in Illinois" is cloudy. This level has come to mean "grades 7 and 8," and sometimes "9" if it happens to be placed in a building where grades 7 and 8 are taught. The teacher of English in the junior high schools teaches mainly grades 7 and 8 (45%) and teaches an average of 90.59 pupils daily. The language arts solely (50%) are taught either in a part averaging 49.50 minutes or in combination with some other course (50%), not necessarily social studies. There is apparently no trend towards block teaching or any other form of teaching the language arts. The teachers get little or no supervision (63%); whatever they get is done by the principal (21%) or head of the department (15%)..

The teaching of composition is still the one thing most in need of greater emphasis (56%) and the least well taught (24%). Grammar (30%) is also causing some concern. Many feel secure in the teaching of traditional grammar (31%), but they are worried about the "new grammar" (30%).

The teaching of reading (35%) is still another area in which these teachers feel insecure.

In their preparation for teaching, the majority had methods (83%) but only half had courses in literature for young people (53%) and even less in courses in advanced composition (70%). Otherwise their courses were distributed widely over authors and periods. Most teachers hold a bachelor's degree (71%), although there is a sizable minority who still have no degree (6%). A little over half hold a certificate for secondary school (52%) and over a third were certified for elementary school (35%). Post graduate and inservice work are lacking. Half have done no work in college since 1956 (52%) and very few are interested in conventions and workshops of professional organizations in English and in reading.

Of those who were prepared to teach English in the secondary school, most were English majors (35%). There are, however, English minors teaching, their majors representing every discipline possible.

APPENDIX

Name of School:_____

Address:_____

Sex of person responding:_____(M) _____(F)

1. How many years have you taught prior to this year? 1.____

2. How many classes do you currently teach each day? 2.____

3. What grades do you teach? (Check appropriate one.) 3.____
   (1) 7th grade (4) 7th and 8th (7) 8th and 9th
   (2) 8th grade (5) 7th and 9th
   (3) 9th grade (6) 7th, 8th, 9th

4. How many classes in language arts in each grade do you teach each day? 4.
   (1) 7th grade 1 ( )
   (2) 8th grade 2 ( )
   (3) 9th grade 3 ( )

5. How many pupils do you currently teach each day? (Do not include homeroom or other assignments.) 5.____

6. What is the grouping in your classes? 6.
   (1) heterogeneous 1 ( )
   (2) fast 2 ( )
   (3) slow 3 ( )
   (4) average 4 ( )
   (5) educationally mentally handicapped 5 ( )
   (6) culturally deprived 6 ( )
   (7) other. Please describe. 7 ( )

7. Do you teach 7.
   (1) language arts only 1 ( )
   (2) language arts-social studies 2 ( )
   (3) language arts and some other subject 3 ( )
   Please specify subject._____

8. Length of class period: 8.____

9. Are you responsible for extra-curricular activities 9.
   (1) Yes 1 ( )
   (2) No 2 ( )

10. Number of extra-curricular actitivies. 10.____
    How many hours weekly do you spend on extra-curricular activities? _____

11. Total years teaching courses in language arts. 11.____

12. Do you have any kind of supervisory assistance in teaching the language arts? If so, please check the proper space. 12.

(1) No 1 ( )
(2) County Supervisor 2 ( )
(3) Head of the department 3 ( )
(4) Principal or superintendent of the school 4 ( )
(5) A college supervisor 5 ( )
(6) Other. Please describe. _____ 6 ( )

13. In the language arts program, which you teach, what is the one thing most in need of greater emphasis? (Indicate number.) 13. ( )

(1) Composition
(2) Language
(3) Reading
(4) Spelling
(5) Literature
(6) Other _____

Comments?

14. In your estimation, what is your most successful area in the teaching of the language arts at grades 7, 8, or 9? (Indicate number.) 14. ( )

(1) Teaching literature
(2) Teaching reading
(3) Teaching composition
(4) Teaching traditional grammar (if taught)
(5) Teaching structural or other linguistics (if taught)
(6) Teaching spelling
(7) Integrating composition and literature
(8) Developing speaking skills
(9) Instilling a love of reading in your students
(10) Evaluation
(11) Other _____

15. In your estimation, what is your least successful area in the teaching of the language arts at grades 7, 8, or 9? (Indicate number.) 15. ( )

(1) Teaching literature
(2) Teaching reading
(3) Teaching composition
(4) Teaching traditional grammar (if taught)
(5) Teaching structural or other linguistics (if taught)

(6) Teaching spelling
(7) Integrating composition and literature
(8) Developing speaking skills
(9) Instilling a love of reading in your students
(10) Evaluation
(11) Other _____

16. In what areas do you feel that you need improvement? 16.
(1) Teaching literature 1 ( )
(2) Teaching reading 2 ( )
(3) Teaching composition 3 ( )
(4) Teaching traditional grammar 4 ( )
(5) Teaching structural or other linguistics 5 ( )
(6) Teaching spelling 6 ( )
(7) Integrating composition and literature 7 ( )
(8) Developing speaking skills 8 ( )
(9) Instilling a love of reading in your students 9 ( )
(10) Evaluation 10 ( )
(11) Other _____ 11 ( )

17. Does your course in language arts offer students projects that utilize the language arts such as 17.
(1) publication of a school neswpaper 1 ( )
(2) creative writing magazines 2 ( )
(3) debate 3 ( )
(4) dramatics 4 ( )
(5) other _____ 5 ( )

18. Please indicate the courses in which you have had formal preparation and the number of semester hours of each (1 quarter hour equals 2/3 semester hours.) 18.

	hours	
(1) Reading methods	____	1 ( )
(2) Literature for adolescents	____	2 ( )
(3) Literature for children	____	3 ( )
(4) History of the English language	____	4 ( )
(5) Traditional grammar	____	5 ( )
(6) Linguistic grammar	____	6 ( )
(7) Advanced Exposition	____	7 ( )
(8) Creative Writing	____	8 ( )
(9) Journalism	____	9 ( )
(10) Library Science	____	10 ( )
(11) Speech	____	11 ( )
(12) Survey Courses in Literature (English and/or American)	____	12 ( )
(13) Period Courses in Literature	____	13 ( )
(14) World Literature	____	14 ( )
(15) Shakespeare	____	15 ( )
(16) Milton	____	16 ( )

(17) Chaucer ___17 ( )
(18) Literary Criticism ___18 ( )
(19) Genre Courses ___19 ( )
(20) Methods of Teaching Elementary Language Arts ___20 ( )
(21) Methods Courses in Teaching Composition and/or Literature (Please specify) _____ ___21 ( )
(22) Methods Courses in the Teaching of English ___22 ( )
(23) General Methods ___23 ( )

19. Type of institution you attended for most of your undergraduate preparation. (Indicate number.) 19. ( )
(1) University
(2) Liberal Arts College
(3) State College

20. This institution was (1) public (2) private 20. ( )

21. Type of institution you attended for most of your graduate preparation. (Indicate number.) 21. ( )
(1) University
(2) Liberal Arts College
(3) State College

22. This institution was (1) public (2) private 22. ( )

23. What is the highest degree you hold? (Indicate number.) 23. ( )
(1) B.A. (3) M.A. (5) M.A.T. (7) Ph.D.
(2) B.S. (4) M.S. (6) Ed.D. (8) No degree

24. Type of certificate you hold. (Indicate number.) 24. ( )
(1) Elementary
(2) Secondary
(3) Special Education
(4) Provisional
(5) Other (Please specify) _____

25. Date of highest degree. 25. ___

26. Date of last college hours. 26. ___

27. What was your undergraduate major in college? (Indicate number.) 27. ( )
(1) English
(2) Language Arts combination
(3) Speech

(4) Drama or Theatre Arts
(5) Journalism
(6) Education
(7) Area or field embracing several subjects, including English
(8) Area or field embracing several subjects, but not including English
(9) Social studies
(10) Other. (Please specify) _____

28. What was your undergraduate minor in college? (Indicate number.) 28. ( )
(1) English
(2) Language Arts combination
(3) Speech
(4) Drama or Theatre Arts
(5) Journalism
(6) Education
(7) Modern foreign language
(8) Ancient language
(9) Social studies
(10) Other (Please specify) _____

29. If you teach integrated subject matter such as language arts-social studies, did you have any formal methods courses or any other kind of formal preparation in this area? 29. ( )

30. Have you attended within the last three years one or more of the following? 30.
(1) A state meeting of English teachers 1 ( )
(2) Workshops of NCTE 2 ( )
(3) Conventions of CCCC 3 ( )
(4) A voluntary English workshop 4 ( )
(5) Extension courses stressing some phase of English 5 ( )
(6) Conventions of NCTE 6 ( )
(7) Workshops of IRA 7 ( )
(8) Conventions of IRA 8 ( )

31. To which of the following professional organizations do you now belong? 31.
(1) NCTE 1 ( )
(2) IATE 2 ( )
(3) CCCC 3 ( )
(4) IRA 4 ( )
(5) Other subject matter organization 5 ( )
(Please specify) _____

32. Do you have any further comments you would care to make?

a. Problems in the teaching of English

b. Background

c. Literature

d. Professional preparation

e. Composition

f. Other